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AUTHOR Stoloff, David L.; Mach, Nada
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ABSTRACT

This paper discusses the use of the World Wide Web (WWW) by schools, colleges, and departments of education (SCDEs), focusing on such topics as the applications of online courses, program evaluation for distance learning, and future integration of educational technology in teacher education curriculum. The paper also discusses the development of a webpage that will catalog the innovative uses of the WWW by members of the American Association of Colleges for Teacher Education. Information is placed in the context of social issues generated by the use of information technologies. The paper explains that most schools of education currently use the WWW in a variety of ways. The paper provides a 1999 review of cybercasting SCDEs, a listing of exemplary features on SCDE webpages for 1999, and a listing of additional online review sites. It makes four conclusions about the various SCDE websites and suggests that in designing a website for an SCDE, clarity of navigation is essential. (SM)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Cybercasting SCDEs: A 1999 Review

A Poster Session Proposal for Strand 3: Shaping future practices
For the 1999 AACTE Annual Meeting in Washington, DC – 2/24-27/99

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developed by
Dr. David L. Stoloff, Eastern Connecticut State University, Willimantic, CT 06226 and
Dr. Nada Mach, California State University, Dominguez Hills, Carson, CA

ED 429 942

Statement of the Problem

How are Schools, Colleges, and/or Departments of Education (SCDEs) using the World Wide Web for identification, program and coursework dissemination, connections with other teacher education programs and professional development efforts, and the synthesis and evaluation of new information?

Background

Cybercasting is the dissemination of information on computer screens using the World Wide Web. Analogous to broadcasting, the assumption is that the viewers of the SCDEs' webpages will widely and freely use the information. This poster session is designed to serve as a review of the use of the World Wide Web by SCDEs in 1999. This study extends the discussion on how the World Wide Web is used by pre-university education to forge community links and serve learners and the research on the use of the Internet as a support in the teacher education process.

Literature Review

Blenz-Clucas (1996) examines the use of the Internet to connect students, parents, teachers, and other community members with PK-12 schools. Casey (1994) examines how TeacherNet, a community of student teachers linked by electronic mail, supported pre-service experiences by "increasing student reflectivity, rapport with supervisors, team support, self-esteem, knowledge and use of information access and retrieval, and use of computers at home." This presentation will also be placed in the context of social issues generated by the use of information technologies – in the areas of intellectual property rights, privacy, evaluation and assessment, and access to technology.

Contribution

This poster session will serve to initiate a discussion on the use of the World Wide Web by schools, colleges, and departments of education. Conversation will also include such topics as the applications of online courses, program evaluation for distance learning, and future integration of educational technology in teacher education curriculum. The research for this presentation will also include the development of a webpage that will catalog the innovative uses of the World Wide Web by AACTE members.

Conclusions

Most Schools of Education are currently using the World Wide Web to identify their programs and their faculty. Some schools are using the WWW to present syllabi; others have begun to offer online courses, professional development assistance, and learning communities for their preservice and inservice educators. A few are also using the Web to create new information – research databases, online journals, and innovative linkages to other resources. These developments must be seen in light of cautions in the use of technology, economic and political forces interested in distance learning, and the nature of learning and teaching in post-modern era.

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Methods and Outcomes

Methods World Wide Web pages will be categorized using a modification of Bloom's Taxomony. Webpages are seen within the following stages:

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Knowledge – websites have a school address, faculty directory, program listings and descriptions.

Application – items listed above plus syllabi of courses.

Analysis – items listed above plus syllabi annotated with links to other courses and resources.

Synthesis – items listed above plus posted student assignments, chat rooms for online discussions, faculty works in progress and papers.

Evaluation – items listed above plus online formative evaluation.

A random sample of AACTE member schools will be reviewed for their placement in these rubrics. Exemplary and innovative uses of the WWW by these schools will be noted, printed, and shared with the participants in the poster session.

Outcome

This study will result in an overview of exemplary uses of the World Wide Web by schools, colleges, and departments of Education in 1999. By-products of this research will be the development of a webpage that will illustrate these applications and suggest trends for the future. This study will also be submitted to ERIC and be expanded for submission to the Journal of Teacher Education and educational technology journals.

Proposal Cover Sheet
1999 AACTE Annual Meeting

1. Title of Presentation Cybercasting SCDEs: A 1999 Review

2. Description of the Proposal Session This poster session will overview the applications of the Internet by SCDEs. Exemplary applications will be highlighted and the challenges and the potential of the WWW will be discussed.

3. List of Presenters:

Session Organizer Dr. David L. Stoloff
Institution Eastern Connecticut State University
City/State Willimantic, CT 06226
Paper Title Cybercasting SCDEs: A 1999 Review

Names Dr. Nada Mach
Institution California State University, Dominguez Hills
City/State Carson, CA
Paper Title Exemplary Applications of the WWW

Cybercasting SCDEs: A 1999 Review

by
David L. Stoloff, Eastern Connecticut State University
&
Nada L. Mach, California State University, Dominguez Hills

The webpages of fifty-one Schools, Colleges, and Departments of Education (SCDEs) are analyzed for evidence of 14 indicators for World Wide Web presence. This paper accompanies a presentation at the AACTE 1999 conference in Washington, DC in February 1999.

This article is found athttp://www.ecsu.ctstateu.edu/depts/edu/articles/cybercasting1999.html
The initial presentation proposal is at http://www.ecsu.ctstateu.edu/depts/edu/stoloff/aacte99www.html.

Criteria for Evaluating Websites of SCDEs

SCDE	Indicators Found	1	2	3	4	5	6	7	8	9	10	11	12	13	14	WWW Address
Arizona State University	12	1	0	1	1	1	1	1	1	1	1	1	1	1	0	http://tikkun.ed.asu.edu/coe/
Bank Street College	9	1	1	1	1	1	1	0	1	0	1	0	1	0	0	http://www.bnkst.edu/
Binghamton University, SUNY	8	1	1	1	1	1	1	0	1	0	0	0	1	0	0	http://sehd.binghamton.edu/
Bishop's University (Quebec)	5	1	0	0	1	1	0	1	1	0	0	0	0	0	0	http://www.ubishops.ca/gse/index.htm
Boston University	9	1	1	1	1	1	1	0	1	0	0	0	1	0	0	http://web.bu.edu/education/
Bridgewater State College	9	1	0	1	1	1	1	0	1	1	0	1	1	0	0	http://www.bridgew.edu/CATALOG/edallied.htm
Brigham Young University	11	1	0	1	1	1	1	1	1	1	1	0	1	1	0	http://msed.byu.edu/
California State University (CSU), Chico	9	1	1	1	1	1	1	0	1	0	1	1	1	0	0	http://www.csuchico.edu/educ/index.html
CSU, Dominguez Hills	11	1	0	1	1	1	1	1	1	1	1	1	1	0	0	http://www.csudh.edu/soe/index.htm

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CSU, Hayward	9	1	0	1	1	1	1	1	0	1	1	1	0	0	0	http://edschool.csuhayward.edu/
CSU, Los Angeles	13	1	1	1	1	1	1	1	1	1	1	1	1	1	0	http://www.calstatela.edu/academic/csoe/
Clark University	5	1	0	1	1	0	1	0	1	0	0	0	0	0	0	http://www.clarku.edu/departments/education/
Colorado State University	8	1	1	1	1	1	1	0	1	0	0	0	1	0	0	http://www.colostate.edu/Depts/SOE/
Columbia University	7	1	0	1	1	1	1	0	1	1	0	0	0	0	0	http://www.tc.columbia.edu/ Teachers College
	6	1	1	1	1	1	0	0	1	0	0	0	0	0	0	http://www.tc.columbia.edu/departments/curriculum.htm Department of Curriculum and Teaching
Concordia University (Quebec)	8	1	1	1	1	1	1	1	1	0	0	0	0	0	0	http://artsci-ccwin.concordia.ca/education/doe.html
Cornell University	12	1	1	1	1	1	1	1	1	1	1	1	0	1	0	http://www.cals.cornell.edu:80/cals/dept/education/
Drake University	12	1	1	1	1	1	1	1	1	1	1	1	1	0	0	http://www.educ.drake.edu/
Eastern CT State University	12	1	1	1	1	1	1	1	1	1	1	1	0	1	0	http://www.ecsu.ctstateu.edu/depts/edu/edu.html
Harvard University	13	1	1	1	1	1	1	1	1	1	1	1	1	1	0	http://gseweb.harvard.edu/
Illinois Wesleyan University	8	1	1	1	1	1	1	0	1	0	0	0	1	0	0	http://sun.iwu.edu/~edstu/
Iowa State University	11	1	1	1	1	1	1	1	1	1	1	1	0	0	0	http://www.educ.iastate.edu/homepage.htm
Kent State University	9	1	1	1	1	1	1	1	1	0	0	0	0	1	0	http://www.educ.kent.edu/
Makerere University, Uganda	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	http://www.muk.ac.ug/faculty/educat~1/index.html
McGill University (Quebec)	13	1	1	1	1	1	1	1	1	1	1	1	1	1	0	http://www.education.mcgill.ca/
New York University	13	1	1	1	1	1	0	1	1	1	1	1	1	1	1	http://www.nyu.edu/education/
North Carolina State University	13	1	0	1	1	1	1	1	1	1	1	1	1	1	1	http://www2.ncsu.edu/ncsu/cep/
Northwestern University	11	1	1	1	1	1	1	0	1	0	1	1	0	0	1	http://www.sesp.nwu.edu/
Ohio State University	11	1	1	1	1	1	1	0	1	0	0	0	1	0	1	http://coe.ohio-state.edu/
Oswego State University, SUNY	11	1	1	1	1	1	1	0	1	0	1	1	1	0	1	http://www.oswego.edu/~educate/

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San Diego State University	13	1	0	1	1	1	1	1	1	1	1	1	1	1	1	http://edweb.sdsu.edu/
Slippery Rock University	9	1	1	1	1	1	1	0	1	0	0	0	1	0	1	http://www.sru.edu/depts/educatio/coll.htm
Stanford University	10	1	1	1	1	1	1	0	1	0	0	1	1	0	1	http://www.stanford.edu/dept/SUSE/
Texas A & M	9	1	1	1	1	1	1	0	1	0	0	1	1	0	0	http://www.coe.tamu.edu/
Université de Montreal	8	1	0	1	1	1	1	1	1	0	1	0	0	0	0	http://www.scedu.umontreal.ca/
Université de Sherbrooke	7	1	1	1	1	1	1	0	1	0	0	0	0	0	0	http://www.usherb.ca/educ/index.html
Université du Québec a Montreal	7	1	0	1	1	1	1	0	1	0	1	0	0	0	0	http://www.regis.uqam.ca/Index_pgm/education.html
Université Laval	3	1	1	0	0	0	1	0	0	0	0	0	0	0	0	http://www.ulaval.ca/sg/annuaires/fac/sed.html
University of Alberta	7	1	1	1	1	1	1	0	1	0	0	0	0	0	0	http://www.education.ualberta.ca/
University of Bridgeport (CT)	3	1	0	0	1	1	0	0	0	0	0	0	0	0	0	http://www.bridgeport.edu/Indexhtml/Schools/sched/
University of British Columbia	13	1	1	1	1	1	1	1	1	1	1	1	1	1	0	http://www.educ.ubc.ca/
University of California, Berkeley	8	1	0	1	1	1	1	0	1	0	0	1	1	0	0	http://www-gse.berkeley.edu/
University of California, Los Angeles	11	1	1	1	1	1	1	1	1	1	1	1	0	0	0	http://www.gseis.ucla.edu/
University of Chicago	10	1	1	1	1	0	1	0	1	0	0	1	1	1	1	http://www.uchicago.edu/u.scholarly/education/
University of Michigan (Ann Arbor)	12	1	0	1	1	1	1	1	1	1	1	1	1	1	0	http://soe.umich.edu/
University of Ottawa	7	1	0	1	1	1	1	0	1	0	0	0	1	0	0	http://www.uottawa.ca/academic/education/
Univ. of Pennsylvania	8	1	0	1	1	1	0	1	1	0	0	1	1	0	0	http://www.upenn.edu/gse/
University of Pittsburg	9	1	0	1	1	1	1	0	1	0	1	1	1	0	0	http://www.pitt.edu/%7Esoeforum/
University of Victoria	10	1	0	1	1	1	1	1	1	1	1	1	0	0	0	http://www.educ.uvic.ca/
University of Virginia	12	1	0	1	1	1	1	1	1	1	1	1	1	1	0	http://curry.edschool.virginia.edu/
Univ. of Washington	13	1	1	1	1	1	1	1	1	1	1	1	1	1	0	http://www.educ.washington.edu/COE/
Univ. of Wisconsin (Madison)	10	1	0	1	1	1	0	1	1	1	0	1	0	1	0	http://www.soemadison.wisc.edu/

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Indicator Code

Knowledge - websites have a school address, faculty directory, program listings and descriptions.

1.homepage for SCDE - independent of the university/college
2. ....with mail address & tel. no. on page
3 .....+ listing of faculty names
4.....+ listing of programs
5..... + listing of courses
6.....+ listing of email addresses or a searchable directory

Application - items listed above plus syllabi of courses.

7.....course syllabi
8.....+ detailed program descriptions

Analysis - items listed above plus syllabi annotated with links to other courses and resources.

9.....+ interactive course syllabi to other resources

Synthesis - items listed above plus posted student assignments, chat rooms for online discussions, faculty works in progress and papers.

10. .....+ course syllabi and program descriptions linked to interactive resources
11. .....+ webpages with faculty works in progress
12. .....+ SCDE reports online
13. .....+ student works in progress online

Evaluation - items listed above plus online formative evaluation.

14. .....+ webpages with surveys for formative evaluation of the programs

Exemplary Features on SCDE Webpages 1999

1. Arizona State University
A Quicktime videotape of Dean David Berliner welcomes you to the School of Education. Includes homepages for faculty, students and alumni, useful links, and attractive and informative course Web pages.

2. Bank Street College
Includes a Guide to Experts, online forums, and links to Bank Street Educational Products and educational reform and outreach projects.

3. Binghamton University, SUNY
Includes mission statement and plans for new building.

4. Bishop's University
Webpages on Life as an Education Student and documents in English and French on the mission of the School of Education and other research topics.

5. Boston University
Easy to navigate, Boston University's School of Education has a number of publications available on line, including a digest of their current *Journal of Education.*

6. Bridgewater State College
Links to Teacher Test Resource Page, program descriptions, and faculty homepages.

7. Brigham Young University
Links to Advisement and Certification Center, BYU-Public School Partnership, Center for the Improvement of Teacher Educationand Schooling (CITES), Learning Resource Center, National Network for Education Renewal, Partner Schools

8. California State University, Chico
Features K-University Education WWW Links: a collection of useful websites for student teachers, teachers, and administrators and information on electronic portfolios for teaching and learning.

9. California State University, Dominguez Hills
Includes links to the School's Teacher Recruitment and Development Programs, graduate options and certificate programs, and NCATE/CTC information.

10. California State University, Hayward
Intricate graphics, including a mapped conceptual framework, and links to online reservation for technology resources.

11. California State University, Los Angeles
Searchable Website, informative links, many faculty have interesting and innovative homepages with links to on-line course syllabi.

12. Clark University
Easy to navigate, this Website features information on community projects with which the university's Education Department is involved.

13.Colorado State University
There are detailed program descriptions and SCDU reports accessible at the School of Education Website. Faculty homepages, email addresses and on-line courses are only available through the Faculty directory of the campus as a whole.

14. Columbia University
Teachers College has well-developed webpages for program and course information and links to the Distance Learning Project and resources for faculty, staff, and students.
The Department of Curriculum and Teaching's own webpages were under construction at the time of this survey.

15. Concordia University
Department of Education pages with program listings, faculty addresses, some courses - especially those online.

16. Cornell University
Easily accessed on-line interactive course syllabi, replete with Bulletin Boards on outside reference links. Faculty home pages are interesting, informative, and have a place for on-going research projects to be posted.

17. Drake University
Includes newsgroups and online conferencing for learning community discussions.

18. Eastern Connecticut State University
Includes annotated syllabi with links to student projects and other resources, including online bibliographies, electronic textbooks, and software review and interview forms.

19. Harvard University
Faculty listing reads like a veritable "Who's Who" in the field of education. Many interactive syllabi on-line, some faculty have informative homepages with links to resources, research, and coursework. School of Education homepage has a link to the Harvard Education Letter on-line, and doctoral student homepages for posting research in progress and accessing information.

20. Illinois Wesleyan University
Includes links to careers in education and an online student handbooks.

21. Iowa State University
Features include educational links, faculty listings with email information by program, and faculty homepages are in the process of being created. A few courses have syllabi on line. Some make use of "Classnet" for Internet communication.

22. Kent State University
Includes College of Education job opportunities, a paper of special interests with a link to virtual reality in education homepage and the National Center for Missing and Exploited Children, a "meet the Dean" link, and information on the Kent Educational Network for Tomorrow.

23. Makerere University, Uganda

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School of Education, one of the University's Study Centers, provides program descriptions. The University's homepage has links to the African Virtual University.

24. McGill University
Faculty of Education webpages includes a link to a Jan. 1997 webpage on Canadian Faculties, Colleges, Schools and Departments of Education on the World Wide Web by Jim Harris, Manager, Educational Media Services, Faculty of Education, McGill University, a course in Global Education with student webpages.

25. New York University
Interesting links to a variety of educational resources and faculty research in progress. Courses offered on-line include Web-based communication.

26. North Carolina State University
A searchable database of on-line courses is notable, and a number of faculty have informative homepages posted. Current position papers regarding different issues in the School of Education are posted on the "Teacher Education Forum" homepage, linked to the main homepage.

27. Northwestern University
SESP Alumni Board Hompage serves as a medium for outreach to the community.

28. The Ohio State University
Includes Points of Pride, a site map, and online faculty, staff, and student directories.

29. Oswego State University, SUNY
Links include an Information Request Form, online alumni directory, NCATE accreditation information, Teaching and Assessment Resource Site, and "The Gateway to Educational Materials."

30. San Diego State University
Truly easy to navigate, this Website has links both to on-campus and off-campus Websites of interest to prospective and current educators. Many faculty have attractive and interactive homepages, and on-line syllabi are readily available. Both the School and individual courses have bulletin boards for discussion of issues.

31. Stanford University
Includes Research and Projects discussions.

32. Texas A & M
Includes a page of links of research proposals under development and other research resources.

33. Université de Montreal
Faculte des sciences de l'education webpages include faculty interest pages, searchable course catalog, and teaching job posting. La faculté virtuélle™ provides links to courses in TIC (les technologies de l`information et de la communication (TIC) en éducation.

34. University of Bridgeport (CT)

35. Université du Québec a Montreal
Provides both PDF files and html pages for program information - including faculty and course schedules. Impressive emphasis on community partnerships for this urban campus. Mostly in French with some links to partnership programs in English.

36. Université de Sherbrooke
Provides information on Student Life, Faculty Services, and (MITIC) an online Microprogramme sur l'intégration des TIC à la pratique pédagogique.

37. Université Laval
These webpages provide multiple contact telephone numbers and email contacts.

38. University of Alberta
Provides detailed online program descriptions and planning sheets.

39. University of Bridgeport (CT)
The School of Education and Human Resources' webpages provides program description. The University homepage features UBOnline and distance learning and options for translated pages in Japanese and Korean.

40. University of British Columbia
Attractive Web design, and easy to navigate. Faculty profiles are posted, and some have more detailed homepages.

41. University of California, Berkeley
Faculty profiles and email addresses are readily available; faculty homepages are in process. The few on-line courses available use a multimedia bulletin board entitled "Speakeasy" for the students to communicate with the professor and each other. Links are available to research in progress, as educational resources.

42. University of California, Los Angeles
Faculty homepages, current faculty research projects and easily accessed course syllabi for a number of courses are features that stand out. On-line discussion groups and other forums are available for alumni and students.

43. University of Chicago
Contains links to a self-study and a report on the Department of Education, including ranking statistics on Schools of Education nation-wide, and pages with student work, alumni listing, faculty webpages, and other information on the University of Chicago Lab Schools.

44. University of Michigan (Ann Arbor)
A virtual video tour of the School of Education, the university, and Ann Arbor are available on the Dean's homepage. Educators' links and course schedule available on-line.

45. University of Ottawa
Attractive homepage with information in French and English, a history of the Faculty of Education, and information on awards and bursaries.

46. University of Pennsylvania
Includes information on the GSE's Global Network and online publications.

47. University of Pittsburg
Pages on School of Education services and labs, research projects, missions and goals, and a link to Phi Delta Kappa.

48. University of Victoria
Clear list of contacts within the Faculty of Education, faculty and alumni news, links to continuing education courses, programs, and learning resources.

49. University of Virginia
Tremendous ease of navigation and a searchable Website are featured. Faculty home pages are underway, and those that already exist are attractive and informative, and are linked to on-line courses, many with interactive discussions posted. Students and alumni are may maintain home pages, as well.

50. University of Washington
Features faculty profiles and some homepages, a number of which are linked to on-line course syllabi. Contains searchable database for information or people. Links are maintained to relevant educational Websites.

51. University of Wisconsin (Madison)
Includes a report on the annual alumni survey, a "For Alumni" page, and information on outreach projects.

Additional Review Sites

During our analyses of the 51 SCDE's websites, we found two online reviews. The The Institute for Learning Technologies developed *A Survey of College & University WWW Sites* visited "nearly 500 college and university home pages ... to identify good & poor examples for many different elements within one site." This 1995 review found that "online applications, class discussions, and faculty/student interaction through e-mail are the first signs of progress and the first endeavors to transform a physical institution into a virtual one." Done in conjunction with a graduate seminar at Teachers College, Columbia University, the class selected the top15 university webpages in July 1996.

A 1997 review of Canadian Faculties, Colleges, Schools and Departments of Education on the World Wide Web by Jim Harris, Manager, Educational Media Services, Faculty of Education, McGill University, began to examine all of the teacher education programs in Canada. It was also an attempt to learn about exemplary uses of the WWW to incorporate in the education programs' own webpages.

Conclusions and Recommendations

In our exploration of the Websites of the various schools, colleges and departments of Education, we were able to draw certain conclusions about the limitations of our "Cybercasting Grid" and the features that make for truly exemplary Websites.

First, the grid allows for the appearance of the feature involved, but does not differentiate between the presence of that feature and its quantity or quality. For example, on the sites where course syllabi were posted, some may have had only one or more course syllabi from only one professor, or merely from the Educational Technology Program rather than from a number of professors in the department. The same was true of home pages. It looked as though some SCDEs are in the process of having homepages designed, but not yet completed. The quality of those web-sites also varied, e.g. in attractiveness, amount of information provided, etc. Categories 9, 10, 11, and 13 do indicate if any websites allow for interactivity, links to other helpful Websites and Web pages with faculty or student works in progress. When these are present however, there is no indication on the grid of how many syllabi contain these.

Second, a category that would have described the ease of navigation around the Website should probably be added. In trying to determine the presence of a number of the features involved, it took hours on some

sites to just find, for example, a list of faculty homepages. Most sites had faculty directories, with phone numbers and email addresses, but home pages and on-line syllabi were far more difficult to locate. The best Websites had links on the home page or (one level away) for faculty home pages and on-line course syllabi.

Third, programs within departments and schools varied tremendously in what they contained as well how easily navigated they were. In general, when we had difficulty finding home pages or on-line syllabi, going straight to the Educational Technology Program usually produced a few (but not always!). On some Websites, going to faculty home pages first was the only way to find on-line syllabi.

Fourth, raw scores on the template do not necessarily indicate quality. The University of Virginia's Curry School of Education, for example, was one of the finest examples of an exemplary Website because: (1) all faculty had homepages that were informative; (2) there were many on-line course syllabi that were interactive and well-designed; (3) it was extremely easy to navigate. However, its score of 12 out of 14 features on the grid was not the highest.

None of the SCDE Websites had a perfect score. One feature that was frequently missing from the SCDE homepage was the address and phone number, but frequently that was clearly present on the university's homepage, or it was easily accessible through a link. Most SCDE Websites did not have a formative program evaluation posted, but there were many that did have email addresses for any type of informal feedback.

We suggest that in designing a Website for the SCDE, clarity of navigation is essential. In addition, those Websites that go beyond the knowledge level for all of its programs, as well as most of its faculty and courses are truly impressive. Taking advantage of all that electronic communication has to offer, these Websites present a clear inviting picture of the pursuit of a career in education.

Last Updated on 2/24/99
By David L. Stoloff, Education Department, Eastern Connecticut State University
(http://www.ecsu.ctstateu.edu/depts/edu/stoloff.html) and
Nada L. Mach, Teacher Education Department, California State University, Dominguez Hills
(http://www.csudh.edu/soe/faculty/nmach.htm).